



TEAM News

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

January 2016

Table of Contents

We Welcome New Staff	2
Title I Eligibility for 2016-2017	3
2016 NDDPI Fall Educators Conference	4
Mid-Year Financial Reports Due	4
Assurance of Time/Periodic Certification	5
Homeless Update	5
Collaborative Summer Library Program	5
Academic Support Update	6
Advanced Coursework	7
North Dakota Education...Watch Us Grow	8
Parent Involvement Resources	8
NDDPI Early Childhood Education Conference	9
Great Schools Launches Guide for Parents	9
ELL Resources	10
Title I Schoolwide Reminders	12
Schoolwide Flexibility in ESSA	12
Picturing Writing Training	13
Picturing Writing in Action	14
Speech Language Pathologists	16
North Dakota Alternate Assessment Update	16
Afterschool Summit	17
Upcoming Professional Development Opportunities	18
NMSI Laying the Foundation	19
3rd Annual Indian Education Summit	20
Connect 2 More	20
Upcoming Events	21
Office of Special Education Staff	22
Division of Student Support & Innovation Staff	23

Work Begins on a New Federal Law “Every Student Succeeds Act”

- ◆ On Friday, January 8, 2016, the North Dakota Department of Public Instruction (NDDPI) held our first training on the new federal law, the “Every Student Succeeds Act” (ESSA) via WebEx. Superintendent Kirsten Baesler provided some overall comments regarding the new law and then the following three handouts were discussed:
 - What Changes/What’s New Chart
 - Transition Process for School Year 2016-2017
 - ESSA Outline
- ◆ The WebEx presentation was recorded and is posted along with all of the handouts on the NDDPI website at www.nd.gov/dpi/SchoolStaff/FTP/Presentations_Recordings/.
- ◆ The NDDPI is in the process of generating a Q&A to address the many questions being asked regarding the new law. If you have questions, please email them to [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) so we can include them in the Q&A document.
- ◆ Going forward, the following are some of the NDDPI’s priorities:
 - National Accountability Meeting on February 2, 2016. We are expecting to get additional information at this national meeting; we will then sponsor another training to share what we learn.
 - State Plan Process. The NDDPI will soon establish a process to begin the work to create our State Plan for ESSA.
 - ESSA Planning Committee. A comprehensive committee of stakeholders will be created to assist the department with the development of our State Plan.
 - Regional Trainings. All schools should plan to have representation at one of the three regional trainings. Information on the new federal law will be shared, and the details for how we will operate during the transition year (2016-2017) will be overviewed at these regional trainings. Online registration for these trainings can be found at www.surveymonkey.com/r/MLWG2YB.

April 7, 2016

Cambria Hotel & Suites
West Fargo, ND

April 12, 2016

Grand Hotel
Minot, ND

April 13, 2016

Baymont Inn & Suites
Mandan, ND

- ◆ As a reminder, all information regarding the reauthorization can be accessed on the NDDPI’s website at www.nd.gov/dpi/SchoolStaff/FTP/Reauthorization/.

We Welcome New Staff

The Division of Student Support & Innovation welcomes two staff members to the Office of Teacher & School Effectiveness

Welcome to Gail Schauer – Director



Gail has been with the department for 17 years working in the Title I office and in the Office of Safe and Healthy Schools. She has a Master's Degree in Special Education, Title I reading/math credentials, and elementary/secondary principal credentials. Prior to working at the NDDPI, Gail was a teacher at the high school level working with students with learning disabilities.

Gail was inspired by her mother, who was also a teacher. She loves learning and wants all youth to know the joy of learning. In her past, she has worked with children of all ages from toddlers to high school. Gail loves to spend time with family and friends. When she does have quiet time, she enjoys reading, sewing, and 'tratando de aprender español' (trying to learn Spanish).

Welcome to Robin Lang – Assistant Director

Robin was born in Powers Lake, ND, and was raised and attended school in Stanley. She is the daughter of Sonny Honrud and the late Bonnie Olson.

Robin attended Minot State University where she earned an Associates of Arts degree in Criminal Justice and a Bachelor of Education in Elementary Education. She also attended North Dakota State University where she completed a Master's degree in guidance and counseling.

Robin worked as an elementary counselor in the Des Lacs/Burlington School District and in the Minot Public School District for ten years before moving to Bismarck, where she has worked as an elementary counselor for the past ten years.

Robin is married to Jerald and they have five children and eight grandchildren. In addition to spending time with her family, she enjoys camping, fishing, and kayaking. If you look close, you may also find her at the local Caribou or Barnes & Noble!



Title I Eligibility for 2016-2017

In January/February of each year, the NDDPI determines eligibility status for Title I funding for the subsequent school year.

Eligibility for a Title I grant requires a district to have a minimum formula count of ten. The formula count must exceed 2% of the district's age 5-17 population. The formula count is a weighted unit consisting of 15.5% of the census poor count, 15.5% of the foster child count, 46% of the eligible free meal count, and 23% of the eligible reduced meal count.

The census poor count is the count of children ages 5-17 who were reported below poverty on the updated federal census. The foster child count is a count of children ages 5-17 living in foster homes during October 2015. The free meal count is a count of children eligible for free meals. The reduced meal count is a count of children eligible for reduced meal prices. A child must have an approved free or reduced meal application on file at their school district office in October 2015 to be counted. The department's Office of Child Nutrition and Food Distribution verifies the free and reduced meal counts. If the total weighted unit drops below ten, the district does not meet the eligibility requirement and the subsequent year's Title I grant would be zero.

Several administrators have questioned the accuracy of the census poor count listed for their districts. The Office of Federal Title Programs receives a chart showing the census poor count for every district in the state each January. We have been informed that there is no way to change these numbers. The numbers on the chart are final.

After eligibility has been determined, we can then use each district's aggregate units for funding purposes.

As soon as the eligibility process is complete, the Office of Federal Title Programs will send correspondence to all Title I authorized representatives informing them of the status of their district's aggregate units. Each district will receive a chart comparing last year's aggregate units to the current totals. If the aggregate units increase from the prior year, the allocation may increase if we receive more Title I funds as a state. If the aggregate units decrease, the allocation will most likely also decrease. If the numbers do not change much, the allocation will likely remain fairly steady as long as the state's allocation also remains steady.

District: Sample					
	Census (15.5%)	Free Meals (46%)	Reduced Meals (23%)	Foster (15.5%)	Aggregate Units
2014 Data	782	1496	691	64	978.220
2015 Data	933	1724	720	64	1113.175

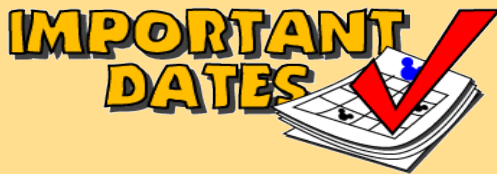
In the example above, the district may receive an increase as the aggregate units went up. Please watch for this information to be sent electronically in the upcoming weeks.

2016 NDDPI Fall Educators Conference

The Conference is a GO!

It is with great pleasure that we announce the NDDPI will once again be offering high quality professional development for our North Dakota educators at the

2016 NDDPI Fall Educators Conference



Conference Dates:
October 12-14, 2016

Conference Location:
Bismarck Event Center



Mid-Year Financial Reports Due

The Mid-Year Financial Reports (SFN 7822) for Title I and Title II expenditures from July 1, 2015 through December 31, 2015, were due to the Office of Federal Title Programs by January 20, 2016. If you have not yet submitted your Mid-Year Report, please do so at your earliest convenience. The Mid-Year Financial Report and Guidance were emailed to the authorized representatives and can also be downloaded at www.nd.gov/dpi/uploads/documents/1495/SFN7822.pdf from the department's website.

Please note that districts **do not** have to complete a mid-year financial report for Title III; however, a final financial report will be due in July 2016 for all federal Title programs. Districts that have not had their consolidated application approved yet should hold off submitting their mid-year financial reports until they receive their official approval.

Assurance of Time/Periodic Certification

Districts that have federally funded personnel must complete an assurance every six months (at a minimum), documenting the time staff worked in each particular federal program. Since December is about halfway through the school year, we felt it was appropriate to remind districts of the following:

- ♦ All staff paid with federal Title funds must sign an assurance.
- ♦ The individual and their supervisor must both sign the assurance.
- ♦ These assurances must be completed at least twice a year and cannot be signed and dated before the time has occurred. In other words, an assurance from August 15 – December 31, 2015, must be signed after December 31, 2015.

The assurances do not need to be submitted to the Office of Federal Title Programs, rather they must be kept on file in the district's office. Information and sample documentation for this requirement can be found at www.nd.gov/dpi/SchoolStaff/FTP/Guidance_Legislation/Time_Effort/ on our website.

Homeless Update Child Care and Development Block Grant Act of 2014

The Child Care and Development Block Grant Act of 2014, signed into law on November 19, 2014, reauthorizes the Child Care and Development Fund (CCDF) Program. The CCDF Program provides funds to states to help low-income families pay for child care while a parent works or is in an educational or job training program. The reauthorized law makes significant advancements by defining health and safety requirements for child care providers, outlining family-friendly eligibility policies, and ensuring parents and the general public have transparent information about available child care choices.

The reauthorized law also includes important new provisions related to serving young children experiencing homelessness. Changes include the establishment of a grace period for the provision of needed documentation for homeless children and the establishment of a homeless data point to track how young homeless children are served by the CCDF Program. The reauthorized law also authorizes the usage of funds for assisting with the enrollment process of young homeless children while needed documentation is obtained, providing training on identifying and serving homeless children, and conducting specific outreach to homeless families.

Collaborative Summer Library Program

Are you interested in offering a summer reading program to your students this summer, but don't have a public library in your town? If so, contact Sarah Matusz, the Summer Reading Coordinator at the North Dakota State Library. She can connect you with summer reading program resources that are available through the Collaborative Summer Library Program for towns without public libraries. You can reach Sarah at (701) 328-4663 or smatusz@nd.gov.

Academic Support Update

Here are a few highlights of projects happening with the Office of Academic Support:

Advanced Placement (AP) Workshops – On January 21, workshops were held for teachers currently teaching or interested in teaching AP Biology, AP Calculus AB, and AP English Language Composition. The workshops had a successful turnout and are one element of the department's Leveraging the Senior Year initiative which focuses on opportunities of students.

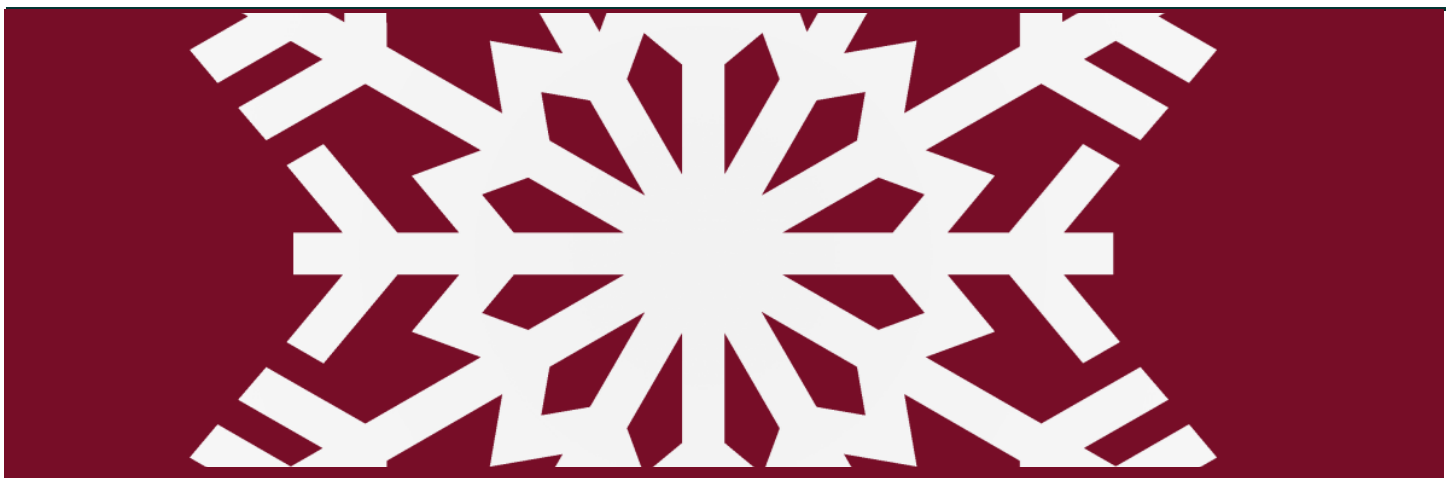
North Dakota Education...Watch Us Grow – Details are falling into place for the statewide evaluation of the North Dakota State Standards in English language arts and mathematics, *North Dakota Education...Watch us Grow*. Educators can expect to receive more information regarding this survey in February/March.

Leveraging the Senior Year – The Office of Academic Support will be presenting on the department's Leveraging the Senior Year initiative at several upcoming conferences including: January's NDASA Midwinter Conference, February's NDCA Midwinter Conference, and April's ND STEM Conference. A recorded WebEx outlining details of this initiative can be found online at www.nd.gov/dpi/about/schoolboardPDseries/NDDPI/.

Math Leadership Team – The state's Math Leadership Team will be gathering in late January to work on finalizing several mathematics modules that can be used for professional development within North Dakota schools and districts. Information on the modules will be shared in future issues of this newsletter once they are finalized.

Lexile Professional Development Opportunity – The Office of Academic Support has announced a **free, online** training opportunity for both elementary and secondary instructors throughout the state in February and March. More information can be found on the department's event website at www.nd.gov/dpi/events.

- ♦ Finding the Complexity within a Text (Elementary Educators: K-6)
 - [Monday, February 1, 2016](#) at 3:45 PM (CST)
 - [Monday, March 14, 2016](#) at 3:45 PM (CDT)
- ♦ Finding the Complexity within a Text (Secondary Educators: 7-12)
 - [Monday, February 8, 2016](#) at 3:45 PM (CST)
 - [Monday, March 7, 2016](#) at 3:45 PM (CST)



Advanced Coursework

You have seen a lot of information recently released from the NDDPI about Advanced Placement courses. We have received questions on why we are phasing out Dual Credit and why the NDDPI would be pushing one over the other. That is not the intent of the department. The NDDPI strongly believes that both Advanced Placement (AP) and Dual Credit are very important to the students in North Dakota and across the country.

According to the College Board, there were 31 schools in North Dakota that participated in AP in 2014 and increased to 40 schools in 2015. In those 40 schools, there were 1,763 students taking an AP exam. The 2015 statewide enrollment of juniors and seniors was approximately 14,640 with only 1,763 (12%) of them taking exams. Compared to the national average and our neighboring states, this participation data makes it clear why AP has been on the radar of the NDDPI and the North Dakota State Legislature.

The above data takes into account all students in North Dakota's public and non-public schools. If we look only at the public schools, North Dakota ranked 51st in the nation in 2014; only 8.1% of public high school juniors and seniors took an AP exam in May of 2014. The national average is 21.9%, South Dakota is 42nd (12.3%), Montana is 39th (13.6%), and Minnesota is 30th (18.1%).

If we look at those same numbers (junior and seniors in public schools) to determine a percentage that scored a 3 or higher on an AP exam, we are still at the bottom. North Dakota ranked 49th with 5.5% of public high school juniors and seniors who scored a 3 or higher on an AP exam. The national average is 13.2%, South Dakota is 35th (8.3%), Montana is 33rd (8.7%), and Minnesota is 19th (12.2%).

The good news is if we look at the percentage of students taking an AP exam and also scoring a 3 or higher, North Dakota outscores the national average and our neighboring states. In North Dakota, 67.9% of the students who take an AP exam score a 3 or higher. According to 2014 data from College Board, the national average is 60.3%, South Dakota is 67.5%, Montana is 64%, and Minnesota is 67.4%. Because of this data, the 2015 Legislature approved \$1.25 million to broaden AP class opportunities for North Dakota students (SB2031).

That is the background as to why the NDDPI has been focusing on AP in recent months. We do understand the importance of Dual Credit and are currently in communication with the North Dakota University System (NDUS). The NDDPI would like to increase any and all advanced education opportunities for all North Dakota students, which includes both AP and Dual Credit.

Currently, North Dakota utilizes mostly Dual Credit and AP for advanced education opportunities for students. Dual Credit has been a collaboration between individual K-12 schools and individual North Dakota colleges and universities. One area of concern is that Dual Credit will soon require instructors to have a Master's degree in the content area that is being taught. How many high school instructors will not be able to continue teaching Dual Credit when the change goes into effect? The NDDPI will be discussing this issue with NDUS to see how we can work together to develop a plan.

Utilizing the funding provided by the 2015 Legislature, the plan to offer more AP courses will be implemented this year and will focus on AP mathematics, science, and English. In partnership with the National Math + Science Initiative (NMSI) and College Board, AP teachers and prospective teachers will be able to attend summer institutes to train them to teach AP classes. The NDDPI will be offering three one-day workshops for teachers to strengthen their skills. The department will also utilize the funding to cover the students' costs to take online AP courses and to buy down the cost of the AP exam fees for students.

Research has shown that when students successfully complete advanced coursework, whether it be AP or Dual Credit, their readiness for the next level will be higher than that of their peers who do not take advanced coursework. This same research has also shown that those students have a higher percentage of finishing their college coursework sooner than the students who do not take advanced coursework. If you have any questions or concerns regarding this information, please email [Russ Ziegler](mailto:Russ.Ziegler@nddpi.org) or call (701) 328-2629.

North Dakota Education...Watch Us Grow

The NDDPI recently contracted with Measurement, Inc. (MI) to conduct a statewide evaluation of the implementation of the North Dakota State Standards in English language arts and mathematics called *North Dakota Education...Watch Us Grow*. The goals of the survey are to determine the quantity and fidelity of implementation of the standards, and to review administrator and educator experiences and reactions to the implementation of these standards.

- ♦ **Online District Survey – Winter 2016:** In February/ March 2016, an email will be sent to school administrators containing instructions on how to access and complete the online survey. Administrators will be asked to share survey information with school staff. The survey will ask questions as to what extent each strand of the standards in lessons are being implemented, the resources and supports that have been made available to assist in the implementation process, and the reactions and changes individuals feel have taken place. Schools will have two weeks to complete the survey. Technical assistance will be provided by MI.
- ♦ **Survey Reporting – Spring 2016:** By June 2016, detailed district, REA, and statewide survey data reports will be sent to all participating districts for review and dissemination.

Although parent input will not be solicited during this process, we believe sharing this information is important. It is the goal of the NDDPI to have all North Dakota schools continue to strive to grow in their implementation of our North Dakota State Standards.



Parent Involvement Resources



The NDDPI's Division of Student Support & Innovation, Office of Indian/Multicultural Education is developing monthly communication resources for schools to disseminate to parents each month. Research has shown that students do better in school when their parent/guardian is actively involved. A monthly, one-page resource template is available at www.nd.gov/dpi/SchoolStaff/IME/Programs_Initiatives/IndianEd/parentinvolvement/ to assist schools in encouraging parent/guardian involvement. This template is customizable to meet school needs.

For each month, the resource includes ideas and opportunities that could be shared with parents. The resources are certainly not inclusive and staff is encouraged to add their own creative ideas and activities related to their school/district.

NDDPI Early Childhood Education Spring Conference

The NDDPI's Division of Student Support & Innovation, Office of Federal Title Programs, with support from the NDDPI Office of Special Education and the North Dakota Department of Human Services, Children and Family Services Division, is pleased to announce the NDDPI Early Childhood Education Spring Conference, to be held in Bismarck on Thursday, April 14, 2016. In addition to an opportunity to network with early childhood professionals from across the state, the conference will feature breakout sessions on topics including school readiness, inclusive environments, developmentally appropriate practices, and other subjects relevant to quality early childhood programs. This conference is intended for anyone with an interest in the early care and education of young children.

The Early Childhood Education Spring Conference will take place at the Radisson Hotel in Bismarck from 8:00 am to 4:30 pm (CDT) with registration beginning at 7:00 am. There is a \$50 registration fee which is due prior to the conference.

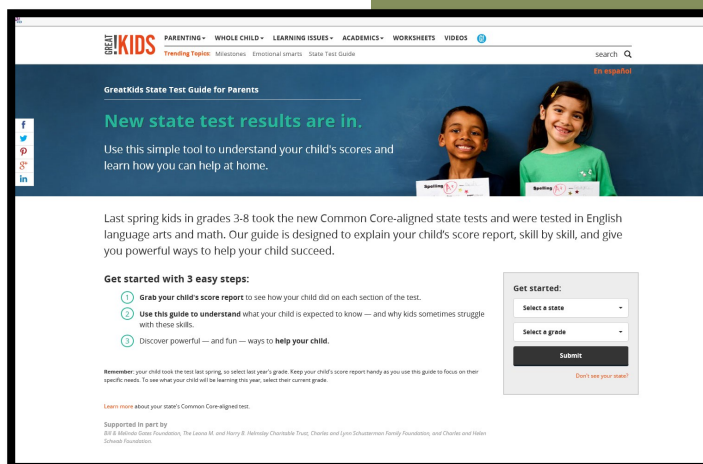
Please visit www.surveymonkey.com/r/ECEConference for registration and more information regarding the conference. For questions, please email [Angela Thomas](mailto:Angela.Thomas@nddpi.org) or call (701) 328-2317.

Great Schools Launches Guide for Parents

Great Schools has announced the full launch of the GreatKids State Test Guide for Parents, a free, online tool organized by grade and subject to help parents use their state test scores to support their kids at home.

The guide launched for states using Smarter Balanced assessments earlier this year, and the version for states using PARCC tests is now online. The Guide helps provide specific, actionable information for parents, customized to the grade level of their children and described relative to the sections of the tests. It is available in English and Spanish for grades 3-8. To learn more, and use the Guide, visit www.statetestguide.org.

If you have questions or would like additional information, please contact the Office of Academic Support at 1-888-605-1951.



ELL Resources

New Student Registration

- ◆ Include Home Language Survey in registration

Progress Monitoring

- ◆ Meet with teachers and paraprofessionals on students' progress and student or teachers' needs

ACCESS 2.0 Test Window Opened January 25, 2016

- ◆ Requirements for testing are listed below in the ACCESS 2.0 Resources
- ◆ Preparation information is available on the WIDA website
- ◆ **Prepare Your Staff!** ACCESS 2.0 preparation webinars (specific to Technology Coordinator, Test Coordinator, and Test Administrator) are available on the WIDA website for your testing staff

Preparing for ACCESS 2.0 Test

- ◆ Create schedule for district ACCESS testing
- ◆ Communicate the testing schedule to staff, parents, and students
- ◆ Unpack materials and prepare for testing:
 - Prepare test sessions and booklets, checking all labels and adhering correct ones; booklet will give directions for incorrect labels
 - ACCESS test administrators sign "Agreement to Maintain Confidentiality"
- ◆ Begin to administer tests to all current ELL students (NOT 2 yr. monitored students that have exited the program)
- ◆ Document ELL students not tested and the allowable reason for them not testing (will simplify non-participation report later)
- ◆ Communicate with districts of transferring students to ensure test completion
- ◆ Ensure ACCESS Non-Disclosure agreements are signed and filed in the district office



ELL Resources, continued

ACCESS 2.0 Resources

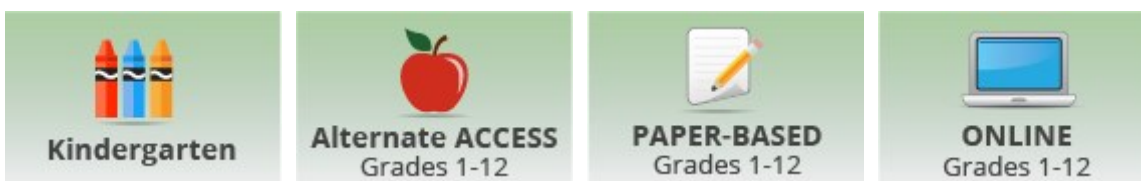
♦ NDDPI Webinar - ACCESS 2.0 Resources

www.nd.gov/dpi/SchoolStaff/IME/Resources/Presentations_Recordings/

♦ Requirements for Testing

- Test Coordinators and Test Administrators:
 - Must complete interactive training checklists on the WIDA website to be certified to test
 - All Test Coordinators/Administrators need the new online *ACCESS 2.0 Grades 1-12*
 - *Test Coordinators/Administrators need NEW training depending on what assessments they will be administering: Kindergarten ACCESS, Alternate ACCESS, Paper-Based ACCESS*
- Technology Coordinators:
 - Complete a specific PDF tech checklist housed on the WIDA AMS
 - Technology coordinators only need accounts to the AMS site

♦ ACCESS for ELLs 2.0 Training Courses are available online at www.wida.us/client/index.aspx (a WIDA login is required) and appear as follows:



- ♦ **WIDA Accounts:** To obtain a WIDA account for training purposes, please either contact your district coordinator or email [Lodee Arnold](mailto:Lodee.Arnold@nd.gov) or call (701) 328-1876
- ♦ **WIDA Account Management System (AMS) Accounts:** District Coordinators received an email from Data Recognition Corporation (DRC) regarding their WIDA AMS account setup. Find out who has this access for your district. This individual is responsible for the following:
 - Creating WIDA AMS user accounts and assign permissions for your School Test Coordinators, Test Administrators, and Technology Coordinators
 - Reviewing and completing all applicable steps listed in the interactive checklist of the WIDA Training Course
 - Ordering materials for the district (unless school coordinators are designated)

To obtain an account in the WIDA (AMS), please contact your district coordinator or [Lodee Arnold](mailto:Lodee.Arnold@nd.gov).

- ♦ **Preparation Resources** are available on [WIDA'S Preparations Resources page](#).
- ♦ **Prepare Your Staff!** ACCESS 2.0 preparation webinars are available on the WIDA website for your testing staff. They are specific to Technology Coordinator, Test Coordinator, and Test Administrator. To register, go to www.wida.us/assessment/access20-prep.aspx.
- ♦ Pre-ID File has been sent to DRC
 - Test coordinators please review student information for accuracy
 - Test coordinators were able to input accommodation information beginning the week of December 21, 2015

Title I Schoolwide Reminders

2015-2016 SCHOOLWIDE PLANNING YEAR SCHOOLS:

- ♦ Prepare for Mid-Year Review – draft of schoolwide plan in ASSIST by January 31
- ♦ Continue schoolwide planning team meetings and share information with all staff
- ♦ Complete comprehensive needs assessment process (diagnostics in ASSIST)
- ♦ Complete goals and plans in ASSIST
- ♦ Document required schoolwide components (Schoolwide Assurances in ASSIST)
- ♦ Upload attachments as documentation of Title I Schoolwide Assurances in ASSIST
- ♦ Participate in professional development and/or study groups
- ♦ Review schoolwide training materials, reminder memos, and website for resources
- ♦ Schedule and document parental involvement training opportunities

CURRENT SCHOOLWIDE SCHOOLS:

- ♦ Complete documentation for comprehensive needs assessment
- ♦ Identify and document goals/objectives
- ♦ Conduct regularly scheduled schoolwide planning team meetings
- ♦ Update information in selected online tool (NDMILE or ASSIST)
- ♦ Update schoolwide plan required components with supporting documentation
- ♦ Participate in professional development and/or study groups
- ♦ Review schoolwide training materials, reminder memos, and website for resources
- ♦ Schedule and document parental involvement training opportunities
- ♦ Prepare time and effort assurance for staff paid with federal funds

Schoolwide Flexibility in ESSA

On January 8, 2016, the NDDPI hosted a WebEx training on the Every Student Succeeds Act (ESSA) that outlined general information, key changes, provision similarities, and new provisions. The bill allows for a transition period for states to align their new accountability system as the new requirements will take effect at the beginning of the 2017-2018 school year.

A key area of interest in ESSA that remains—with changes—is the schoolwide flexibility. Although the new bill maintains the 40% poverty threshold for schoolwide, there now is an option for any Title I school, regardless of their poverty percent, to request a waiver from the state if they can demonstrate a benefit to going schoolwide. The NDDPI will develop a process that is flexible and timely for schools that are interested in requesting a waiver; however, this change will not occur until we receive further guidance on how soon this flexibility will become available.

In the upcoming months, the NDDPI will receive guidance and have an opportunity to participate in trainings on the new law. In order to receive more information, the NDDPI staff will be attending the National Title I Conference at the end of January and the Council of Chief State School Officers (CCSSO) Accountability Meeting in early February. Please make sure to mark your calendar to attend one of three regional trainings to learn more about the reauthorization, what changes will occur, and what the final requirements will entail.



Picturing Writing: Fostering Literacy through Art ND Heritage Center, June 13-17, 2016

The North Dakota Department of Public Instruction (NDDPI), North Dakota Council on the Arts (NDCA), and North Dakota Council of Humanities (NDCH) are collaboratively hosting the Picturing Writing: Fostering Literacy through Art training. Beth Olshansky, Director of the Center for the Advancement of Art-Based Literacy at the University of New Hampshire in Durham and author of *The Power of Pictures: Creating Pathways to Literacy Through* for teachers will facilitate the training.

During this training, participants will learn to combine creativity, rigor, and deep thinking through a progression of art-and-literature-based mini-lessons designed to provide students with an experiential understanding of the key elements of writing including: sense of setting, character and plot development (problem and solution), creating an ending, and use of descriptive words.

The NDDPI along with its partners NDCA and NDCH will offer an enriched learning opportunity for educators to participate in a five-day training and will cover the cost for registration, lunch, and materials to eligible participants that meet any of the following criteria:

1. Educators working in the Bureau of Indian Education schools and/or in schools with a high percentage of Native American students. Native language and culture teachers are highly encouraged to attend.
2. Educators working in a school with a student population consisting of 40% or more poverty rate.
3. Educators working in Title I schoolwide programs.

Daily Schedule

Registration will begin at 8:00 am each day, and the training runs from 8:30 am to 3:30 pm.

Housing

Reserved housing is available through Bismarck State College (BSC) at a rate of \$30 for a single room per night and \$25 for a double room per night. If you intend to take advantage of the housing at BSC, you will be required to indicate this on the registration form, otherwise you are free to arrange your own housing/hotel accommodations.

Graduate Credit

Two graduate credits are available for \$100 through University of North Dakota, North Dakota State University, and Minot State University.

Registration

Registration for this training is available at www.surveymonkey.com/r/Q9G2FCF. The deadline to register is March 21, 2016, as commitments for materials and meals must be secured. The following information includes a summary, expected outcomes, and training materials participants will receive.

Additional information on the training can be found at www.nd.gov/dpi/events/PicturingWriting/ on the NDDPI website. If you have registration questions, please contact Jill Frohlich from the NDDPI at (701) 328-2254 or jmfrohlich@nd.gov. If you have questions regarding the training, please contact Rebecca Engleman from the NDCA at (701) 328-7593 or rengelman@nd.gov.

Picturing Writing in Action

Article submitted by Kay Powers, teacher at Cathedral Elementary School, Bismarck

When students in my classroom come upon an unfamiliar word or phrase, I often encourage them to pause and study each word and then explore how the words are connected to other words in the phrase or paragraph. This careful attention to detail and context usually leads students to discovering the meaning of previously unknown words and the author's intent. True to this process, the "Picturing Writing" workshop, which I attended last summer, demonstrated how this same process, when combined with pictures and art making, leads students to improved literacy.

As a teacher who understands the importance of literacy, I had spent years searching for ways to engage students in the reading and writing process. For years I provided topics that were what I thought fun and engaging. We did rewrites to add more detail, adjectives to provide more color, and real life examples to make it more personal, and on and on and on. Knowing that students loved to draw and make art, I would often try to entice my reluctant writers by allowing them to illustrate their story once the writing process was complete. Regardless of the "tricks" I pulled from my bag, the percentage of students who soared, the ones who wrote halfheartedly, and the ones who labored and could not come up with anything to write about...remained the same.

Picturing Writing provided one of the most significant "ah ha" moments in my teaching career. In Beth's class, I learned the value of what I call such a 'simple' yet 'revolutionary' concept. **Draw and paint your picture first – then write.** By flipping the process the student creates, studies, and explores all of the beautiful details of his/her own picture to discover wonderful and personal things to write about! Now they can see, or picture, what to write! REALLY?? It's that simple?? Yes it is!!

Inspired and excited by this revelation, I systematically began to implement this revolutionary process in my classroom. I started by sharing and discussing simple works of literature that exemplified the elements I planned to teach. We observed illustrations artists used in their books and discussed the techniques used to create their images. Using Beth's step-by-step process, I modeled simple water color/crayon resist techniques to paint elements such as skies at different times of the day, sunsets, sunrise, clouds, etc. This demonstration was followed by an art work session where students practiced what they had just observed.

Next, the class participated in a group share. Selecting a handful of students, I placed their pictures into a frame on the board. Students were encouraged to closely observe the picture and make specific comments about the techniques that were used. Students were then encouraged to delve deeper, to brainstorm descriptive language that described what they were seeing. "Silver dollar" or higher level vocabulary words were encouraged. These words and phrases were listed on a wall chart for everyone to use in their stories and in future writing.

Finally, students placed their pictures in small easels and looked closely at the images to create their own personal word list. From these word lists, students developed beautifully descriptive phrases, poems, and short stories. I was amazed to see the areas of the ELA curriculum that were covered, including personification, simile, metaphor, setting, mood, and more!

I also discovered that the Picturing Writing process could be easily integrated in other areas of the curriculum. One example is an animal study for science. This project began with students skimming through several animal picture books to select an animal for research and who would

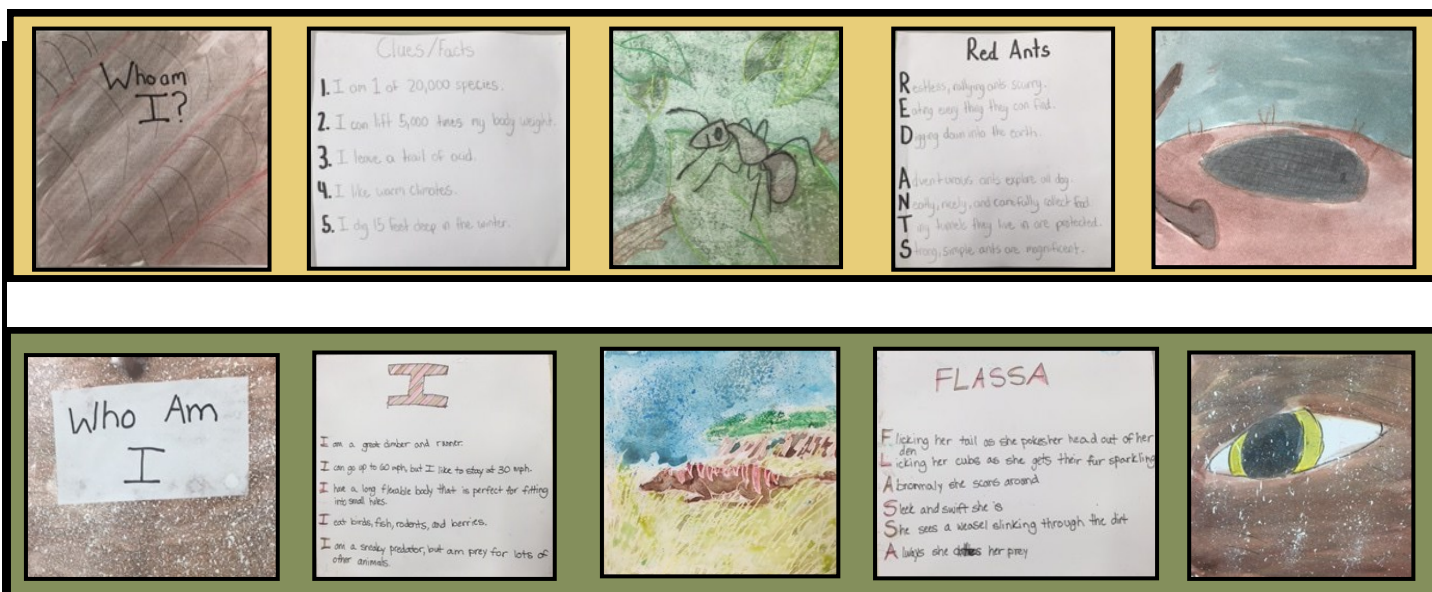
Picturing Writing in Action, continued

become the subject of their “Who Am I” books. Once the student had selected their animal they placed a picture of the animal on an easel in front of them. Students closely observed and then painted their first clue—a close up of the animal’s eye. Next, on a new sheet of card stock, the students painted a close-up of the animal’s skin. Finally, on a third sheet of paper, the students drew and painted the animal in its environment.

The next step for our “Who Am I” books began with researching and recording facts and information about the animal. After the “Fact Sheets” were complete, students placed their pictures in their easel, one at a time, to closely observe and brainstorm. Each picture provided the visual information students needed to create inviting and descriptive clues as to their animal’s identity. Students used brainstorming sheets and wall charts of words to create a web of information. From this web, students typed out five to eight facts as clues adding literary elements such as poems, similes, personification, and metaphors.

To create the actual book, the completed pictures and pages were glued into a tri-fold with the animal’s eye as the cover page. Upon opening the book, the reader was led through a series of descriptive visual images and written clues as the animal’s true identity. On the final page, the animal was finally revealed in its environment. The back page of the book included information on the proud author. Through this process, students learned not only how to paint but to also research and write convincingly.

As with all new processes, practice breeds confidence, skill, and independence. Since integrating Picturing Writing fully into my teaching practice, students have become so comfortable and familiar with the process that they now work independently in the art corner to complete their paintings from start, to finish, to clean up. Best of all, the moans and groans concerning writing assignments are a thing of the past. Through Picturing Writing my students and I have discovered the joyful process of painting with both pictures and words!



For more information, contact Kay Powers, 5th Grade Teacher at Cathedral Elementary, Light of Christ Catholic Schools in Bismarck, (701) 223-5484.

Speech Language Pathologists

What does the research say about stuttering?

Nye, C., Vanryckeghem, M., Schwartz, J. B., Herder, C., Turner, H. M., III, & Howard, C. (2013). Behavioral stuttering interventions for children and adolescents: A systematic review and meta-analysis. *Journal of Speech Language and Hearing Research*, 56(3), 921-932.

This systematic search of 8 databases found 9 studies that examined 7 different types of stuttering therapy. Analysis of these studies revealed that at the present time there is clear support for only one form of behavioral therapy for children who stutter, the Lidcombe program. However, this intervention applies only to children under 6 years of age. The authors state, "This is not to say that other approaches may not be effective, but the available data only allow us to conclude that there is insufficient information using the highest research standards in the discipline" (p. 931).

North Dakota Alternate Assessment Dynamic Learning Maps (DLM) Update

The purpose of the North Dakota Alternate Assessment Dynamic Learning Maps (DLM) system is to significantly improve the academic outcomes of students with the most significant cognitive disabilities, thereby improving their preparedness for postsecondary options and the world of work. The assessment system is designed to provide useful and timely information and instructional support to teachers through a highly customizable system of instructionally embedded and end of year assessments.

The North Dakota Alternate Assessment (DLM) is designed to map a student's learning throughout the year within two assessment phases. The Instructionally Embedded phase opened November 9, 2015, and will close on February 29, 2016. The data from this phase will carry over into the spring assessment window in which students will be assessed on the instruction they received in English language arts and mathematics.

The spring assessment window is open from March 16, 2016 through June 5, 2016. This phase will re-assess English language arts and mathematics. The system will select five testlets from each content area. The instructionally embedded results will factor into the spring assessment results and be included in North Dakota's overall accountability report.

Please consult with your local alternate assessment coordinators or regional Special Education Unit director for more information, or visit the ND-DLM website at: <http://dynamiclearningmaps.org/northdakota>.

SAVE *the* DATE

NORTH DAKOTA

AFTERSCHOOL SUMMIT

{ Feb. 23, 2016 }

{ N.D. State Capitol * Bismarck }

Registration opening January 2016

On behalf of *school-age youth*
the North Dakota Afterschool Partnership supports and
advocates for high-quality, out-of-school-time programming,
resources and services.

**Kirsten
Baesler**

N.D. Superintendent
of Public Instruction

**Kari
Denissen
Cunnien**

Minn. Afterschool
Network Executive
Director

**Terry
Peterson**

author, leader
and advocate for
education reform and
improvement

More to come...

- STEAM
- Workforce
Development
- 21st Century Skills
for Success



DID YOU KNOW?

North Dakota is just ONE
OF TWO states that DOES
NOT have a Mott Foundation
Afterschool Network?
LET'S CHANGE THAT!

JOIN US!

Attend the N.D. Afterschool
Summit and help us create a
powerful Network that engages
champions across the state and
fosters partnerships and policies
to develop, support and sustain
high-quality afterschool and
expanded learning opportunities
for school-age youth.

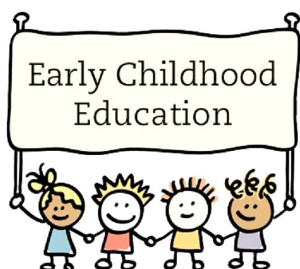


North Dakota
**AFTERSCHOOL
PARTNERSHIP**

www.ndseec.com/ndafterschoolnetwork

Questions? Becky Mueller | (701) 446-3195 | muelleb@ndseec.com

**THE DIVISION OF STUDENT SUPPORT & INNOVATION
IS HAPPY TO ANNOUNCE NUMEROUS UPCOMING
PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT ARE BEING
PLANNED FOR SPRING/SUMMER OF FOR 2016**



**Early Childhood
Education
Spring
Conference
April 14, 2016
Bismarck**



**ND STEM Conference
April 22-23, 2016
Grand Forks**
(credit will be offered)



**Math Summer Institute
June 13-14, 2016
Mandan** *(credit will be offered)*



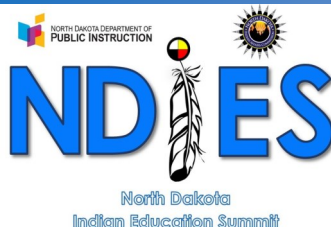
**Picturing Writing Workshop
June 13-17, 2016
Bismarck** *(credit will be offered)*



**Reading Summer Institute
June 21-22, 2016
Mandan** *(credit will be offered)*



**NSMI Laying the Foundation
July 12-15, 2016
Minot** *(credit will be offered)*



**3rd Annual North Dakota
Indian Education Summit
July 12-13, 2016
Bismarck** *(credit will be offered)*

Additional information on all of these events can be accessed at www.nd.gov/dpi/events/ on the NDDPI website.

SAVE THE DATE!

July 12-15, 2016

Science

Mathematics

English



NATIONAL
MATH + SCIENCE
INITIATIVE

LAYING THE FOUNDATION

Magic City Campus High School—Minot, ND

Two credits offered



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Sponsored by

Division of Student Support & Innovation

Registration information coming soon!



The poster for the 3rd Annual North Dakota Indian Education Summit features the North Dakota Department of Public Instruction logo and the NDIES logo. It includes a photo of a woman speaking and a group photo of attendees. A yellow arrow points to the dates July 12 & 13, 2016, with the text 'Save the Date!'.

**3RD ANNUAL
NORTH DAKOTA
INDIAN EDUCATION
SUMMIT**

North Dakota
Indian Education Summit

Save the Date! **July 12 & 13, 2016**

Brynhild Haugland Room,
State Capital
Bismarck, ND



Connect **2** More

***Other newsletters published by
NDDPI:***

[North Dakota AFTERSCHOOL Update](#)

21st Century Community Learning Centers

[Research/Resources Report](#)

Research and resources on educational issues relevant to North Dakota schools

[STEAM Newsletter](#)

Title II B—Math Science Partnership

[ND ExcELLing Educator](#)

Title III—English Language Learner programs

[North Dakota Homeless Education Program](#)

Updates on McKinney-Vento and other homeless information

[ConnectED](#)

NDDPI Quarterly Newsletter

[Directions Newsletter](#)

[Roundup Newsletter](#)

[Administrative Updates](#)

Child Nutrition & Food Distribution

[Flickertail Newsletter](#)

[Discovery Newsletter](#)

North Dakota State Library

Upcoming Events

Additional information regarding NDDPI-sponsored events is available at www.nd.gov/dpi/events/

February 2016	<u>North Dakota Afterschool Summit</u> February 23, 2016 in Bismarck, ND
March 2016	<u>2016 National Forum on Dropout Prevention for Native and Tribal Communities</u> March 6-9, 2016 in Oklahoma City, OK
April 2016	<u>Reauthorization Regional Workshop</u> April 7, 2016 in West Fargo, ND <u>Reauthorization Regional Workshop</u> April 12, 2016 in Minot, ND <u>Reauthorization Regional Workshop</u> April 13, 2016 in Mandan, ND <u>2016 2nd Annual Early Childhood Education Spring Conference</u> April 14, 2016 in Bismarck, ND <u>ND STEM Conference</u> April 22-23, 2016 in Grand Forks, ND
June 2016	<u>Math Summer Institute</u> June 13-14, 2016 in Mandan, ND <u>Picturing Writing Workshop</u> June 13-17, 2016 in Bismarck, ND <u>Prevent-Teach-Reinforce (PTR) Training</u> June 20-21, 2016 in Bismarck, ND <u>Reading Summer Institute</u> June 21-22, 2016 in Mandan, ND <u>Prevent-Teach-Reinforce (PTR) Training</u> June 23-24, 2016 in Fargo, ND
July 2016	<u>Laying the Foundation Training</u> July 12-15, 2016 in Minot, ND <u>3rd Annual North Dakota Indian Education Summit</u> July 12-13, 2016 in Bismarck, ND
October 2016	<u>Northern Plains Law Conference on Students with Disabilities</u> October 3-5, 2016 in Bismarck, ND <u>NDDPI Fall Educators Conference</u> October 12-14, 2016 in Bismarck, ND



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Office of Special Education Staff

Gerry Teevens, Director

Phone: (701) 328-2277

TDD (701) 328-4920**Office Fax (701) 328-4149****Vacant**

Director of the SPDG

Phone:

Mary McCarvel-O'Connor

Assistant Director

Phone: (701) 328-4560

Nancy Burke

SPDG Grant Coordinator

Phone: (701) 328-3731

Valerie Bakken

Special Education Coordinator

Phone: (701) 328-2277

Susan Gerenz

Special Education Coordinator

Phone: (701) 328-2277

Emmanuel Mensah

Data Coordinator

Phone: (701) 328-3426

LaDawn Eisenbeis

Administrative Assistant

Phone: (701) 328-2277

Tammy Mayer

Special Education Coordinator

Phone: (701) 328-3330

Kevin McDonough

Special Education Coordinator

Phone: (701) 328-2277

Colleen Schneider

Administrative Assistant

Phone: (701) 328-3217

Heather Kitzan

IDEA B Grants Manager

Phone: (701) 328-2615

Michelle Souther

Office Manager

Phone: (701) 328-2652

Robin Tschider

Special Education Coordinator

Phone: (701) 328-2277

www.nd.gov/dpi/

Division of Student Support & Innovation Staff

Laurie Matzke, Division Manager

Phone: (701) 328-2284

Toll Free (888) 605-1951

Office Fax (701) 328-0203

Office of Academic Support

Ann Ellefson

Director
Academic Support
Phone: (701) 328-2488

Peg Wagner

Assistant Director
Academic Support
Phone: (701) 328-3545

Anjanette Parisien

Assistant Director
Academic Support
Phone: (701) 328-4612

Russ Ziegler

Assistant Director
Academic Support
Phone: (701) 328-2629

Jane Gratz

Fiscal Officer
Title IIA, Paraprofessional Certificates
Phone: (701) 328-2292

Office of Federal Title Programs

Stefanie Two Crow

Deputy Director
Schoolwide, SIG, NDMILE, Private School
Phone: (701) 328-2287

Tara Bitz

Assistant Director
Early Childhood Education
Phone: (701) 328-4646

Jacki Harasym

Assistant Director
Title I, Homeless, N&D
Phone: (701) 857-7770

Beth Larson-Steckler

Program Administrator
Title II B, NMSI
Phone: (701) 328-3544

Lauri Nord

Program Administrator
SES Coordinator, SIG
Phone: (701) 328-2282

Josh Sharp

Program Administrator
21st CCLC
Phone: (701) 328-2285

Patty Carmichael

Administrative Staff Officer
Procurement
Phone: (701) 328-3264

Shauna Greff

Fiscal Officer
Title I, Program Improvement
Phone: (701) 328-2958

Heidi Merkel

Administrative Staff Officer
Schoolwide, Homeless
Phone: (701) 328-2824

Angie Thomas

Administrative Staff Officer
Early Childhood Education, N&D
Phone: (701) 328-2317

Office of Indian/Multicultural Education

Lucy Fredericks

Director
Indian/Multicultural Education
Phone: (701) 328-1718

Lodee Arnold

Assistant Director
Title III ELL/Bilingual Programs
Phone: (701) 328-1876

Sandy Peterson

Program Administrator
Migrant Education,
Title I Credentials
Phone: (701) 328-2170

Jill Frohlich

Administrative Staff Officer
Title III ELL/Bilingual Programs, 21st CCLC
Phone: (701) 328-2254

Office of Teacher & School Effectiveness

Gail Schauer

Director
Teacher & School Effectiveness
Phone: (701) 328-2755

Gwyn Marback

Assistant Director
Continuing Education/Home Education
Phone: (701) 328-2295

Robin Lang

Assistant Director
Counselor Programs/ Section 504
Phone: (701) 328-2244

Carol Harmsen

Administrative Assistant
School Calendars/Fall Administrator's
Workshop
Phone: (701) 328-2266

Roberta Holle

Administrative Assistant
Administrative/Library Media
Credentials
Phone: (701) 328-4571

Karla Mittleider

Administrative Assistant
Nonpublic Background Checks/
Fire Marshall Reports
Phone: (701) 328-2597